**Workshop Goals for July 11, 2011**

* Each school team will have a solidified understanding of the goal setting and development process.
* Each school team will have developed their goals for the Innovation Advance week.
* Each school team will solidify their understanding of the purpose of their Personal Learning Plan.

**Goal Setting and Coaching**

This week, when we look at the schedule, you are continuing your work on the five Personal Mastery Learning pillars. Some of you are opening in the fall with coaching/goal setting plans throughout your schools, some as pilots, and some perhaps only with teachers. Others are working on your curriculums—planning to shift them over time to “learning progressions.”

As we’ve discussed before, when we use the term “goals” in KED schools we are speaking of clear, challenging, and reasonable goals that use the same “currency.” In other words, our goals measure the same thing, and are always related to our “long-term goals:” where we want to be at the end of our education/time in a Kunskapsskolan school. For the Innovation Advance, we apply the same principle: in order for our currency to be the same, our long-term goals should be related to our Future State Designs and Three-Year Roadmaps, both of which have specific objectives related to the PML principles.

**Innovation Advance Goals**

So for this week, I’d like you to choose as your “long-term goal” for Thursday that you’ve advanced to a particular practical point along one-two PML principles. This session, then, will be a “development discussion” around setting your long-term goals, working backwards then to your “year” goals, “term” goals, and “weekly” work goals. For example, if your goal of this advance was to walk away with a solidified plan for how you are implementing goal setting and coaching, we’d start with:

**Long-term Goal:** Goal setting and coaching implementation plan

**“Year” Goal:**  At the end of each day this week, I will have one part of my implementation plan solidified

**“Term” Goal:** In order to meet my “year” and “long-term” goals, I will meet each day with a team member to discuss one aspect of our plan.

**“Weekly” Goal:**  I will attend each goal setting and coaching workshop.

**Development Discussions**

We’ll work as teams to complete this task using the “Development Discussion” format.

In a “development session,” the teacher meets with the parents and student to set the “long-term” goals and then the year and term goals for that year. This will change over time and that’s recognized. This is about the process of setting the goals and is most importantly a dialogue and not a one-way, teacher-directed discussion.

During this discussion, which is supposed to be between “equal parties,” examples of question could be:

Examples of questions that might be included in the invitation to the progress tracking review:

* *How do you think when you set your goals? How do you plan to reach your goals?*
* *Do you have enough time at school to reach your study goals? What will you do if it turns out that you don’t have the time you thought you had?*
* *Are you having any difficulties with any subjects? What kind of help do you need?*

**In the first phase of the discussion**, the coach is responsible for creating an atmosphere in which all parties feel secure and relaxed. After that, the tone of the review is both objective and personal.Your attitude is decisive for the quality of the review.

**You then review the student’s current status** by asking the student to discuss how s/he is doing without correcting them or “holding them accountable.” Listening is the most important skill here:

* **Support the review**   
  You show your interest with your body language and by making comments that encourage them to tell your more, or provide more information, for example: *“That sounds interesting… “Tell me more about your thoughts on …”*
* **Use open questions** (When? Where? How? Who?)  
  It is important to try and dig deeper into answers, which may have many different implications.  
  For example: “*I think things are going well*.” – “What do you mean by ‘well’?”  
  ”*I’m not satisfied with the results of my math test this term. I did really badly.*” “When you say ‘badly’, what do you mean, exactly?”
* **Summarizing**  
  You say, in your own words, what the student has said or feels. Then you ask if you had understood the situation completely right. Summarizing consolidates the review and raises its quality.
* **Silence**  
  Brief moments of silence are part of the process and take the conversation forward. When you use body language to indicate that you are ready to listen, silence can be a powerful way to communicate. Someone once said: “Silence in a conversation is like pauses in music. They create a feeling of excitement and expectation.”
* **Empathy**  
  Empathy creates understanding leading to action. When you make an effort to understand how something feels and why, it will be easier to find solutions that will work for the person you are talking with.

**In the next phase, you set the goals for the coming period:**

* Help the student broaden his/her perspective and look realistically at both opportunities and what might hinder progress.
* Show that there are different ways to approach the situation and complement the student’s picture from an adult’s perspective.
* Make sure that the student is the one who describes his/her goals and understands what they mean.
* NOTE: Remember that you should not be in too much a hurry to offer your own suggestions and solutions. The goals are the student’s – and not the goals of the coach or parents.

**Following this phase, as a team you discuss possible strategies for reaching the goals:**

* Divide tasks between the student, parents and coach.
* Help the student make a list of resources and needs by asking the following questions, for example:  
  *“What type of support do you think you need?”*  
  *“Who can you ask for help?”*  
  *“If things don’t go so well, what are you going to do to stop you from giving up?”*

A strategy for failure can create a feeling of security and help the student move on, even if he/she has not reached her goals.

**At the end of the discussion, you tie it all up with the student and family:**

* *“What was the most important thing in this review to you?”*
* *“Did you get the help you needed to plan and think?”*
* *“Is there something you feel was missing in today’s review?”*
* *“As a parent, do you feel you have had the chance to present your views?”*

Please choose a partner—preferably someone whom you do not work with—to practice the “development discussion” with and plan your goals for the week. Each discussion should take 15 minutes, although a typical real development discussion is ½ to one hour long.

**Personal Learning Plans**

At the first development meeting, the coach and student draw up the individual study plan containing the student’s goals and strategies. The goals are long-term goals and term-month goals. Long-term goals are the student’s goals for his/her entire education and knowledge “qualities” that the student is aiming for. The individual study plan is a living document that is checked at least once a month and revised when needed during development meetings. The student’s personal coach is responsible for updating the study plan after each development meeting.

Kunskapsskolan learning plans, therefore, are quite simplistic because they are more of a prognosis than a day-to-day document that is regularly used. In addition, they are not deeply prescriptive from the start because then students would be forced into a situation of compliance rather than experimentation. We document the learning plans on our **EDS system**.

At Kunskapsskolan, in addition to our learning plans, the students’ progress is documented formatively online on our “**Student Card**,” where the teacher logs in comments about how the student is doing on the step and theme courses in detail. Students and their parents always have access to this and are expected to use it. This is also in the **EDS system.**

Finally, our students carry their personal “**logbooks”** with them, in which they record their schedules, term goals, weekly work goals, strategies, and reflect on their progress.

At Equality Charter, we planned to have each student work on a “Life Action Plan” beginning in 6th grade:

***Life Action Plans, including post secondary planning and******options***

*The Equality Charter “Life Action Plan” can best be described in the subtitle of Jack Canfield and Kent Healy’s book The Success Principles for Teens: How to Get From Where You Are to Where You Want to Be. “The Success Principles” concentrates on guiding students to take responsibility for themselves and their choices, visualizing their success and believing in their power to achieve, using goal-setting as a means to an end, crafting affirmation statements to read daily, and facing one’s fears head-on.*

*In Year 1, 6th and 7th grades will begin the application of Success Principles tenants in their Home and Careers classes, emphasizing the goal definition and planning that is integral to Equality’s culture by writing their first Life Action Plans. In Year 2, the new 6th grade class will engage in the “intensive” and the 7th graders will continue the program in advisory. In general, Equality advisories will expand on the principles through projects, activities, and community engagement. They will continue to use the teen book as a guide to planning, writing, reviewing, and consistently revising the Life Action Plans from the time they enter Equality until the day they graduate. Students will learn to brainstorm, categorize, cull, and prioritize in the process of choosing goals, finding themes (career, family, education, health, etc.), deleting those that do not support growth, and prioritizing where to start. In writing and realizing their plans, students will gain the self-knowledge and confidence to positively voice their needs, concerns, and hopes and to see themselves as both individuals and community members.*

*Once the students have developed their goals in Home and Careers classes advisories, they will meet with a social worker, guidance counselor, or an administrator to write their Life Action Plans. Plans will be kept simple and succinct so that they can realistically be completed, and a portfolio of versions will be maintained. These Life Action Plans will be informally reviewed with students twice a year when grades go out during parent-teacher conferences and one time a year in a formal conference with a social worker, guidance counselor, or administrator. An important theme of the reviews will be that plans are dynamic and that people often refine and/or change their goals.*

*Beginning in the second semester of their junior year, students will begin pulling together their Life Action Plans in order to complete a project of their choice that they will present by the end of their senior year, showing how his or her Life Action Plan has developed. As they review their years’ of planning and goals, they can use the material for college applications or other career planning during the fall. As a high school graduation requirement, the projects will be presented to a panel comprised of a selection of board members, administrators, parents, and students. Projects will then be displayed and/or performed at a whole-school evening so that younger students gain a sense of the future. Equality will continue to sponsor group meetings beyond secondary school so that graduates receive support in college and while building their careers.*

***Advisories***

*As described above, the Equality Life Action Plan will play a central role in guiding students to take responsibility for their own actions, see the possibility of a different future, and plan for their role in society. Advisory periods are designed to support this development. Equality plans to have at least one advisory period a week that is organized around students exploring their own strengths and weaknesses, what it means to take responsibility, how to take it, and eventually how to extend their responsibility into the wider community. Advisories will also be a time to apply the principles learned to creating, sharing, and revising Life Action Plans, goal-setting, and positive action. Advisories will be taught by homeroom teachers with the support of social workers, guidance counselors, special education teachers, and administrators. Staff will be given professional development in Life Action Plan development during trainings before school opens and throughout the school year. (As part of their own professional development, staff will also write their own Life Action Plans.)*

I have included the curriculum framework we developed for advisories that supported the development of these plans. Although at we have a slightly different take on goals at Kunskapsskolan, the “Success Principles” uses the same idea of the process being more important than the ultimate goal.

**Activity**

With a colleague or neighbor, answer the five questions below for your school. Each “side” should be given 15 minutes of “coaching” time from the other to develop the answers. Remember: when you are the coach, you are not giving the answers.

In deciding what type of plan your school wants to use, you have to decide the purpose:

* What is the purposed of your personal learning plan?
* Is it a document like the IEP, which when used at it's best is a detailed roadmap for student success? *See the attached example IEP.*
* Is it a document that students and teachers will use daily?
* Is this a document that both teachers and students are responsible for?
* What will your students use to track their progress?

**Reflection Activity**

In the KED concept, reflection is one of the most important activities. Please take ten minutes to individually write your reflections on how these two workshops advanced or not advance your thinking around how you will create an environment for personalized progression in your schools.